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ABSTRACT

Because early childhood educators were minimally knowledgeable about and uninvolved in state legislative activities affecting their profession, an experienced child advocate developed a practicum to increase practitioners' knowledge and involvement. To attain practicum objectives, an advocacy handbook was developed and an advocacy project support group was organized. Consisting of over 100 pages, the handbook included introductory material about the advocacy pilot project, a sample director's letter to parents, a calendar of events, a sample introductory letter to legislators and correct forms of address, a sample letter to legislator from parents, a sample letter concerning the Act for Better Child Care (the ABC Bill), information about the ABC Bill, a directory of state legislators, a congressional directory, a summary of children's legislation, public policy alerts, a description of how a bill becomes a law, glossaries of legislative and congressional terms, the bicentenial edition of the Constitution of the United States, and guidelines on lobbying legislators and getting favorable legislation passed. By the end of the tenth month of the project implementation plan, over 5,000 commitments were made to participate in the advocacy project by staff, parents, college students, and children. Appended are sample surveys, handbook table of contents, dissemination tracking and commitment forms, and an events calendar summary. (RH)

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Developing Materials and Support for Early Childhood Educators to Increase Abilities to Become Effective Advocates

by

Barbara J. Robinson

Cohort XXV

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A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1988

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

July 28, 1988
Date

Barbara J. Robinson
Signature of Student

Abstract

Developing Materials and Support for Early Childhood Educators to Increase Abilities to Become Effective Advocates. Robinson, Barbara J., 1988: Practicum Report, Nova University, Master's Program for Child Care Administrators.
Descriptors: Early Childhood Education / Advocacy / Advocacy Training / Child Advocacy / Childrens Rights / Legislation / Educational Legislation / Leadership Training / Lobbying / Participation / Parent Education / Parent Participation / Agency Cooperation / Policy Formation / Political Issues / Politics / Public Policy / Young Children / Networks / Teacher Education / Training Methods/ Attitude Change / Attitudes / Preservice Teacher Education

Members of an early childhood education association affiliate wanted to learn about legislation and become active in making positive changes for young children. They felt they lacked the tools and support to articulate their thoughts to legislators.

The author designed an advocacy handbook and organized a support group to implement an advocacy pilot project. The handbook contained a calendar of events, resource information, sample letters, tracking sheets, directory of state legislature and congressional directory. The calendar of events was the primary tool to be used to involve participants in a specific activity each month during a legislative session. The project was funded by the early childhood education association affiliate.

Evaluations indicated a favorable response and over five thousand commitments were made to participate in the project during the next legislative session. Appendices include sample surveys, handbook table of contents, tracking and commitment forms and events calendar summary. The project will be ongoing and will be disseminated in a condensed form to achieve the highest level of penetration in the community. Distribution of the full model packet will continue to key individuals throughout the state.

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VERIFICATION FORM

Verification of Practicum Activity

Dear Verifier:

Practicum students in Nova's Master's Program for Child Care Administrators are asked to provide field-based verification that the project activities reported in their final practicum documents took place as described. You have been designated verifier to fulfill this confirmation function by the student named below. On this form, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, nor make judgments about the quality of the project.)

I hereby verify that Barbara Robinson designed, compiled and organized the implementation of the Advocacy Pilot Project. She recognized a need for advocacy training for caregivers, designed a notebook of activities for early childhood programs to interact with their legislative representatives, and recruited programs to participate. I have been involved in this program from the very conception of the idea and can say unequivically that Barbara Robison is responsible not only for its design, but for its incredible reception and anticipated success.

Practicum Title Advocacy Pilot Project

Student's Name Barbara Robinson

Cohort 25 Date 7/27/88

Verifier's Name Evelyn Lieberman Ph.D. Evelyn Lieberman
(please print ---------- and sign)

Verifier's position Early Childhood Consultant, Az Dept of Health Servies
Office of Maternal and Child Health

Address: 1740 West Adams Room 200

Phoenix (City) Arizona (State) 85007 (Zip)

Chapter 1

BACKGROUND

The practicum site is a fast growing Capitol city within a state which has 777 licensed child care centers with a licensed capacity of 59,366, and 1,022 family day care homes with a licensed capacity of 4,088.

A local affiliate of the National Association for the Education of Young Children (NAEYC) operates with a membership of 310 within this state. One of the goals within this affiliate's mission statement is: "To persuade public policy makers about what is good for young children and their families." In an effort to achieve this goal, the Public Policy Committee was formed.

The Chairperson of the Public Policy Committee is employed by the Governor's Office for Children. She is a member of the Day Care Licensing Advisory Board, and the Child Care Action Committee. The Chairperson asked the practicum writer to head up a project to provide early childhood professionals with tools to enhance their knowledge and participation in child care legislation within the state. The practicum writer was selected for this position based on twenty years early childhood education and other work related experience, education and varied experience on the affiliate Board as Membership Chairperson, Conference Chairperson and Workshops Chairperson.

Other Public Policy Committee Members include: the Early Childhood Consultant for this state and President of the local affiliate group; a Head Start Director and member of the Day Care Licensing Advisory Board; a parent and Day Care Provider; and a Child Development Associate Advisor and Vice-President of the local affiliate group.

All of the Public Policy Committee Members (Core Committee Members) have agreed to support the practicum writer in solving this problem. The affiliate board has agreed to financially support this project based on the estimated costs as outlined by the practicum writer.

Chapter 2

STUDY OF THE PROBLEM

Problem Definition

Members of the local National Association for the Education of Young Children (NAEYC) affiliate and early childhood professionals from schools certified for quality education by a local certifying program indicated that they were interested in learning about legislation. They also indicated that they would be willing to become active in making positive changes, but they did not know how to become involved in articulating their views to legislators. In summation, these early childhood professionals wanted to bring about positive changes, but they felt they lacked effective tools to do so.

Evidence

Overall, there has been very little child care legislation in this state in the past five years. During 1988, there were only two pieces of legislation related to child care, one was tabled in subcommittee and one was heard in May 1988.

In September of 1987, a local association which sponsors day care providers within the state recognized a serious need to help people become more informed and planned

a conference to address this subject. They attempted to inform the public about the conference through mailings. Despite mass mailings, there was an insufficient response to justify the conference and it was cancelled.

In re-evaluating the response to this conference, the local NAEYC affiliate agreed with the day care provider association that child care professionals needed more information, but decided that a better response might occur if the mailing was sent to a more specific group of early childhood educators, rather than mass mailings outside of the profession.

Flyers describing a two day workshop on February 18 and 23, 1988 were distributed to all members of the local NAEYC affiliate and to a group of schools certified for quality education by a local certifying program. The response was positive and over eighty participants attended the two day workshop.

In an effort to measure the legislative awareness level of the participants, the practicum writer created a questionnaire designed to evaluate the knowledge of child care legislation of the participants at the above training. Their responses would also indicate their willingness to learn more so that they could be actively involved.

Eighty questionnaires (see Appendix A) were distributed on February 23, 1988, and twenty participants responded. Fifteen of the respondents indicated that they had never

participated in a lobbying effort on behalf of young children. After having participated in this training session, however ten indicated that they would be willing to actively participate in a plan to raise the awareness of legislators on early childhood issues, and nineteen felt that they were now more capable of articulating their thoughts to legislators. Nineteen indicated that the training had increased their awareness of advocacy activities.

Regarding upcoming legislation, sixteen of the participants indicated that they were not aware of the Act for Better Child Care. Twelve indicated that they were not aware of House Bill 2165 introduced on January 26, 1988 which prescribed the supervision ratios of child care personnel to children by age group. Sixteen indicated that they were unaware of House Bill 2431 which, if passed, would have provided for the licensing and certification of Day Care Group Homes. Only ten had knowledge of any other pending legislation regarding young children. Nineteen of the respondents said they would be willing to attend more advocacy training and requested additional information from the local NAEYC affiliate on early childhood advocacy programs.

Analysis of the Causes

This information indicates that even those who should be among the most informed are uninformed, but they are

interested and care about finding out more. Unfortunately, they had little or no access to additional information. They were not aware what legislation was pending; what legislation has passed or failed to pass; or what groups or organizations exist that are promoting improved standards. They also indicated that if they knew, they would be willing to participate. Unfortunately, the problem would exist as long as concerned early childhood professionals remain uninformed.

Relationship to the Literature

The need for advocacy training is supported by Lombardi (1986: 65) who acknowledges the importance of public policy and the general ineffectiveness of many advocacy efforts. "More people, with improved advocacy skills, are needed if we really want to make a difference in the lives of children." The author added that oftentimes people are apathetic, but this is not the case with early childhood professionals. A group of graduate students identified the following barriers which cause a lack of involvement in early childhood advocacy efforts:

> feeling powerless to change anything; lack of knowledge regarding government operations; fear of the political process; lack of confidence in their own expertise; lack of time.

The author states that most of these barriers can be removed with proper training and familiarity with the process.

The Kentucky Youth Advocates, Inc. and the

Massachusetts Advocacy Center (1987:61) stated, "Good child advocates are prolific reviewers of raw data, national newspapers, news magazines, scholarly studies, and journal articles. These sources alert us to major problems in services to children. Almost invariably, general data from national sources mirrors information we receive from children, parents and professionals, in our state. At some point, the organization makes a decision to be proactive--to do something!"

In an article written by Fishhaut (1987: 22), the author asks if national child care policies have been unclear because the early childhood profession has not clearly articulated its shared dream for children.

This issue of advocacy is an urgent one whose time has come. Lindner (1986: 4) stated:

> If we were to talk in comparative terms, the child care industry has experienced a growth unlike any other American enterprise except the computer industry. In the face of such growth, the development of overall national policy planning for child care has lagged sadly far behind.

The United States lags behind other countries in developing a comprehensive child care program. "Recent history has only exaggerated that gap when our policies are compared to other nations."

As Caldwell (1977: 67) notes, "If the field does not speak, to whom will policy makers listen?"

Chapter 3

GOALS AND OUTCOME OBJECTIVES

Goals and Objectives

The goal of this practicum was to improve the level of knowledge of early childhood educators of the pending legislation and to help them acquire the skills to become involved so that positive changes in childcare within the state would result. The following outcome objectives were projected for this practicum:

1. Over a period of ten weeks, a solution strategy would be created that could actively involve six early childhood professionals surveyed who agreed to participate in a plan to raise awareness levels of child care issues. These six individuals became the 'core participants' of the resulting advocacy project. The solution strategy would involve the development of a handbook for their review and evaluation for use in a regional advocacy project.
2. At the end of ten weeks, five out of six core committee members would rate the solution strategy (handbook) as an effective beginning effort for early childhood professionals to gain knowledge of pending legislation and to acquire the skills to

become more actively involved.

3. At the end of ten weeks, five out of six early childhood professionals (core participants) who have an opportunity to look through the solution strategy would be willing to actively participate in the follow-on.

Evaluation Methods

It is important at this time to distinguish between the 'core committee' and the 'core participants' involved in this project. The core committee is comprised of members of the local NAEYC affiliate public policy committee who have supported the practicum writer by discussing the project, evaluating it and making recommendations to improve it. The core participants are those who were pre-tested, studied the handbook, were post-tested, evaluated the handbook and agreed to participate in a monthly advocacy activity for nine consecutive months.

To evaluate the first outcome objective, pre/post tests (Appendices B and C) were given to the six core participants. These tests assessed legislative participation and attitudinal changes in the core participants' willingness to become involved based upon their assessment of the handbook. The pretest was given during the sixth through eighth weeks of the implementation stage. The post-test was administered during the ninth and tenth weeks.

The pre-test (Appendix B) was composed of seven statements indicating various types of prior involvement in legislative issues. The core participants indicated whether or not they had participated or were aware of the legislative issues described.

The Practicum writer created a handbook for the six core participants to refer to during the next legislative session. The Practicum writer met individually with each of the six core participants after they had completed the pre-test. Together they reviewed the handbook and discussed each chapter.

The six core participants then took a post-test (Appendix C) to assess whether or not the handbook had provided adequate information. The questions asked in the post-test were similar to those asked in the pre-test. The questions revealed the amount of knowledge gained from the handbook by the core participants.

The post-test was also intended to reveal attitudinal changes based on the core participant's perception of the handbook. If the core participants found the handbook useful they would indicate positive responses on the post test.

The practicum writer reviewed the handbook as it was being created with the core committee members in order to obtain a more objective assessment of it. However, it was necessary to have the actual core participants evaluate the

contents of the handbook to determine its practical value in terms of its "user friendliness" to actual users (the core participants).

In order to objectively assess the value of the handbook, as discussed in the second outcome objective, it was necessary to create a tool to evaluate the handbook's usefulness based upon a subjective appraisal by the core committee members. A checklist was used to evaluate the handbook as an effective beginning effort for active participation by five out of six core committee members. The evaluation tool required the core committee members to study the chapters in the handbook and evaluate each of the major sections by indicating one of three categories: needs improvement, average, or above average.

Each evaluation from the six core committee members had a possible score of 30 points (1 to 3 points for each of ten areas evaluated). A possible maximum composite score of 180 points was therefore possible from the six evaluators.

An arbitrary minimum acceptable measure for the handbook was chosen to be 150 points by the practicum writer. This value of 150 out of 180 possible points would indicate that all of the areas evaluated would have to be rated average or better and that at least half of the areas reviewed had to be rated above average. This determined the minimum acceptance level of the handbook based upon the core committee's perceived effectiveness of it as an advocacy

tool for use later in the implementation.

An overall score of 150 out of 180 possible points was thus necessary for acceptance of the developed handbook. (Appendix D).

To evaluate the third outcome objective, a checklist (Appendix E) was utilized to evaluate the solution strategy as an effective advocacy effort that five out of six core participants were willing to take part in. An overall score of 168 points out of 198 needed to be achieved.

The rating tool used was similar to the one utilized in Appendix D. It required core participants to study and evaluate each major section by indicating whether the section needed improvement, was average, or above average. Once the core participants completed this process, the final question asked if they would be willing to actively participate in the advocacy project based on the information in the handbook.

Input by core committee members and core participants was necessary to determine the validity of the handbook. Once approved, however, specific chapters needed to be analyzed and evaluated by the core participants to determine if revisions would be necessary in any areas.

Summary of Evaluation Methods

The following summarizes evaluation methods involved in this practicum:

Objective 1) Pre and post testing of core participants

to assess attitudinal changes in willingness to participate in advocacy activities. (Appendices A and B)

Objective 2) Evaluation of a proposed advocacy handbook by core committee members to validate the effectiveness of activities as a useful tool to raise awareness of childcare issues through active participation. (Appendix D).

Objective 3) Evaluation of a proposed advocacy handbook by core participants who would participate in the proposed activities. (Appendix E).

Chapter 4

SOLUTION STRATEGIES

Information Collection

In developing a solution strategy to improve participation efforts, it was necessary to research what measures had been taken nationwide to motivate and educate early childhood professionals to participate in advocacy endeavors. Almy (1985) observed that more participation and an intensified effort would be needed if advocacy efforts were to be successful. A suggested strategy was to provide training in public policy and advocacy.

The concept of providing training in the form of reports and fact sheets is supported by Wilkins and Blank (1980: 70).

> One of the most useful tools, not only in developing a broad constituency for an issue, but also in working with the media and legislators, are well-prepared, accurate documents. Such documents help publicize campaign issues and provide supporting data.

The American Institutes of Research (1983) has found that in order to achieve a significant result, a number of different activities may be employed. This is supported by a finding prepared by Kentucky Youth Advocates, Inc. and the Massachusetts Advocacy Center (1987: 42) which urges advocacy groups to utilize four strategies:

> (1) administrative advocacy which includes data gathering, research, reporting, monitoring, communicating and negotiating with government officials, (2) legislative monitoring and lobbying, (3) litigation, and (4) public education and constituency building.

Early childhood professionals too often are reactive instead of proactive. An effective advocacy plan is one in which its members are proactive; reaching out to policy makers to work in cooperation with legislators. Direct involvement is called for by Kilmer (1980: 241):

> Rather than being disdainful about the decision making process, we need to appreciate the skills of politicos and to work in tandem with them to understand how to affect the system. Participation as partners in the process should increase the knowledge and skills of both experts and politicos and should result in better informed policy decisions related to children and their families.

Solution Strategy

In order to remedy this lack of knowledge and lack of tools to participate in an effective manner, the practicum writer and core committee members (composed of the public policy committee of the NAEYC local affiliate) discussed the questionnaire responses (Appendix A) which inquired about general interest in Early Childhood Education legislative issues. It was noted from these responses that there were many individuals who were willing to learn more about advocacy and actively participate. They also analyzed the political climate and local early childhood advocacy history. The literature emphasized several points including: the importance of training; utilizing well prepared

documents; a variety of strategies and the importance of partnerships between advocates and legislators.

Based on this information, it was concluded by the core committee members that on-going training was necessary, however, an advocacy handbook needed to be compiled and disseminated by the practicum writer to participating early childhood professionals to keep them apprised of upcoming bills and to guide them in becoming more actively involved with legislators.

The practicum writer created a handbook which included the following materials (see Appendix F):

1. Introductory material describing the project; core committee member names, titles and phone numbers; tracking sheets to track contacts with legislators (Appendix G).
2. A sample Director's Letter to Parents explaining that their school had been selected to participate in an advocacy project. It urged parents to support proposed legislation supporting quality child care programs and to inform the director whenever they wrote or called policymakers to track the effectiveness of the project.
3. Calendar of events (included advocacy meetings, pertinent public policy dates, once-a-month scheduled center-wide advocacy activity and directions for activity as needed);

4. Sample introductory letter to legislator and correct forms of address;

5. Sample letter to legislator from parents;

6. Sample letter regarding the Act for Better Child Care;

7. Act for Better Child Care (ABC) Bill Information including questions and answers, updates, positions of various local legislators (letters from the legislators in response to inquiries made by the practicum writer).

8. A directory of the state legislature which included a map of congressional and legislative districts; the titles names, addresses and phone numbers of the congressional delegation; the titles, names addresses and phone numbers of elected state officials, the state legislature seating arrangements of the Senate and the House of Representatives; House and Senate Standing Committee Members;

9. A copy of the Congressional Directory which included photographs, addresses and phone numbers of the House and Senate Membership; Committee assignments; State and District Offices;

10. Summary of Children's Legislation (updated as needed).

11. Public Policy Alert Fact Sheet (updated monthly).

13. Glossary of Congressional Terms;

14. A copy of the Bicentennial Edition of the Con-

stitution of the United States of America;

15. Miscellaneous supportive information describing how to lobby a legislator and how to pass favorable legislation.

The Practicum writer prepared the handbooks by purchasing binders, writing the sample letters, purchasing two types of calendar software programs, creating the monthly calendars and activities, soliciting printed documentation from appropriate agencies, xeroxing and disseminating all information. The cost for materials and xeroxing was originally estimated at $75.00 which was to be reimbursed by the local NAEYC affiliate.

Implementation Plan

Initially, the primary role of the practicum writer was to create a handbook that would include all the materials necessary to ensure that core participants would be able to actively participate in advocacy efforts on a monthly basis for nine consecutive months. The practicum writer kept in close contact with the core committee members throughout the entire implementation stage through formal monthly meetings and telephone contact as needed to review the handbook's contents. The practicum writer asked the 'core committee' members to evaluate the effectiveness of the handbook utilizing the evaluation checklist (Appendix D).

Discussions were held with the core committee members and it was determined which early childhood professionals

would be contacted to participate in the project. The practicum writer telephonically contacted all of the recommended potential 'core participants' and six agreed to take the pre-test, read the handbook and take the post tests. Meetings between the practicum writer and core participants were held to introduce the concepts outlined within the handbook and to evaluate it.

All of the six 'core participants' who evaluated the handbook requested to actively participate in the project. Four of the six participants were directors of child care centers, one was the director of the state day care association and one was the education coordinator for a major proprietary day care chain within the state.

The calendar of events within the handbook was the primary tool used to actively involve the participants. It was tailored to include the entire center participating in the effort in a specific activity every month. Each month had two or more pages describing that month's activities within the handbook (a summary of events is attached in Appendix H).

When the first rough draft of the handbook was finished, the practicum writer presented it to the local affiliate board at the "end of the year" meeting. Approximately seventy people were present. After the presentation, many of them asked the practicum writer specific details about the project. They indicated that they would

be available to participate in several planned activities, but not in all of the monthly planned activities.

The original concept of utilizing only six core members to participate in monthly planned activities for nine consecutive months began to expand to include a wider group of participants who had not been involved in the pre/post testing in the earlier evaluation of the proposed handbook. These "participating members" were those who would attend an initial training session with the core participants and receive all updates and information that the core participants received, however, they would not need to commit to participating in an activity every month. (See Appendix I for a list of the core committee members. See Appendix J for a list of core participants and participating members.)

By expanding the project to include participating members, it would be tailored to meet the original objectives of educating more early childhood professionals and linking them with more legislators.

The practicum writer began to assess the additional financial needs and, based upon the need for many more advocacy handbooks, wrote a proposal to the local NAEYC affiliate board requesting additional funds for $400.00, primarily for binders and xeroxing expenses. The board approved the funds (Appendix K) for the full amount.

A Vice President of a major propriety day care chain called the practicum writer and asked if he could join the

core committee based on what he had heard about the project. The practicum writer invited him to attend the next monthly meeting of the core committee members and he has decided to join the committee.

The practicum writer telephonically contacted those who had expressed interest at the "year end meeting" described above. A new group of "participants" began to emerge and is comprised of eight members representing four local community colleges and four major programs for children.

In soliciting material for the handbook, the practicum writer met many policymakers. One Congressman donated four large boxes of pertinent material to the project after it was described to his staff assistants. A State Representative was so impressed with the project that she recommended the practicum writer to a Senator as a candidate for an office. The Senator's Staff Assistant called the practicum writer and convinced her to run in the next election for the office.

A participation commitment form was created to ascertain the approximate number of individuals interested in participating in the project (Appendix L). By the end of the tenth week of the implementation plan there were commitments from more than five thousand staff, parents, college students and children to participate in the project.

The handbook was introduced, with the permission of the practicum writer, at a leadership conference of early

childhood professionals. The Public Policy Chairperson and the President of the local NAEYC affiliate presented it at a workshop entitled: Public Awareness/Public Concern (Appendix M). It was shared with early childhood leaders representing the Western United States.

Chapter 5

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Outcome Objective 1

Over a period of ten weeks, a solution strategy would be created that could actively involve six early childhood professionals surveyed who agreed to participate in a plan to raise awareness levels of child care issues. These six individuals became the 'core participants' of the resulting advocacy project. The solution strategy would involve the development of a handbook for their review and evaluation for use in a regional advocacy project.

Results of Outcome Objective 1

The core participants were given pre-tests (Appendix N) to determine their level of experience and understanding of legislative procedures and advocacy participation. Of the six core participants, four indicated that they had no prior experience in participating in advocacy efforts. Two of the six responded positively to all of the questions, indicating that they had participated actively in other advocacy campaigns and were knowledgeable about legislative matters.

Each of the six participants then reviewed the handbook and were given the post-tests (Appendix O). All six of the core participants indicated by responding positively to 100% of the questions indicating that based on

the information provided in the handbook they would actively participate each month for nine consecutive months in the project. The outcome objective was met.

All of the six core participants had positive comments about the handbook and were anxious to begin the project immediately. They all felt that the post-test had helped them realize how helpful the handbook would be to guide them through the process.

Outcome Objective 2

At the end of ten weeks, five out of six core committee members would rate the solution strategy (handbook) as an effective beginning effort for early childhood professionals to gain knowledge of pending legislation and to acquire the skills to become more actively involved.

Results of Outcome Objective 2

The six core committee members completed an evaluation (Appendix P) to determine the value of the handbook. Each evaluation had a possible score of 30 points. The arbitrary minimum acceptable measure for the handbook was chosen to be 150 total points. The composite score was 178 out of 180. The outcome objective was met.

The six core committee members were supportive to the practicum writer and the entire advocacy project. The entire focus of the public policy monthly meetings was on this advocacy project. Each of the committee members put thought and suggestions into the creation of the handbook.

The meetings focusing on the handbook were filled with discussion. The members communicated their ideas and hopes for the project. By the time they evaluated the handbook, each had a vested interest in its success.

Outcome Objective 3

At the end of ten weeks, five out of six early childhood professionals (core participants) who have an opportunity to look through the solution strategy would be willing to actively participate in the follow-on.

Results of Outcome Objective 3

A checklist (Appendix Q) was used to assess this outcome objective. An overall score of 168 points out of 198 needed to be achieved for the handbook to be considered as a successful solution strategy to be utilized for the project. The six core participants rated the handbook at 194. The outcome objective was met.

As discussed in the Results of Outcome Objective 1 above, the core participants were eager to begin the project.

Conclusions

Based on the results of the evaluation tools utilized to assess the handbook it can be concluded that the handbook fulfilled the goal of the committee members (to provide a clear, concise, usable handbook for advocates), and the needs of the core participants (to have access to a well-organized, usable resource).

The positive response and interest generated by individuals outside of the core groups affirms Lombardi's (1988: 41) statement that, "Interest in federal child care legislation is at an all-time high." The Act for Better Child Care has helped to raise the awareness level of many early childhood professionals who normally would not be cognizant of pending legislation. It is anticipated that upcoming local legislation will comprise many actions related to child care issues. These facts have contributed to the tremendous response by more than five thousand individuals to participate in this project (Appendix R).

Recommendations

1. The active participation and support of the core committee was vital to the success of this project. The discussions resulting in the creation of the handbook were essential to the ownership that evolved in the core committee members. It is presumed that the support and active participation of the core members grew from the feeling of ownership.

2. The interest generated in this project exceeded the practicum writer's expectations. It is not feasible for the local NAEYC affiliate to continue to support the cost of producing the entire handbook which runs to over one hundred pages to vast numbers of participants. The practicum writer intends to summarize the most significant elements in the handbook to distribute to larger numbers of interested

individuals. In order to maintain the greatest distribution possible and to achieve the highest level of penetration in the community, the handbook will be shortened and disseminated in a condensed form. Distribution of the full handbook will continue to key individuals throughout the state.

Follow-On

The practicum writer is scheduled to present a workshop on advocacy at the next NAEYC state conference. The condensed form of the handbook will be distributed to the conferees attending the workshop. The practicum writer and members of the core committee are also scheduled to visit four of the local community colleges and one major university to speak to early childhood classes about the project.

This practicum will provide the foundation to establish a network of knowledgeable and experienced early childhood advocates. Utilizing the handbook as a framework to guide the participants through a year of advocacy activities as set forth in the events calendar, the core committee will meet on a monthly basis and share information and update the handbook material.

The initial core participants could serve as the core group for next year's advocacy participants. As each group gains the experience of a year's participation, they will bring in new people and participate even more actively in the proposed advocacy efforts. Eventually the core par-

ticipants could branch off into other areas of interest, such as: education (a public relations group could focus on continuing the handbook and add on the tasks of educating the public and policy makers as well as early childhood professionals through workshops and conferences); lobbying; influencing administrative and regulatory agencies; monitoring agencies to verify that responsibilities are being met; public hearings; telephone tree; public policy column in newsletter; provide a recorded message service; conduct an assessment of community needs and other proactive movements.

References

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Lombardi, Joan. "Now More Than Ever . . . It is Time To Become an Advocate for Better Child Care," Young Children. 43. July 1988, p.41.

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APPENDIX A

ADVOCACY QUESTIONNAIRE

Eighty questionnaires were distributed. Twenty participants responded.
Thank you for participating in this advocacy training session. We ask that you fill out the following questionnaire to help us in assessing the effectiveness of the training and to formulate plans for future use. Thank you!

1. Prior to this training, were you aware of House Bill 2165?
   a) Yes 8 b) No 12

2. Prior to this training, were you aware of House Bill 2431?
   a) Yes 4 b) No 16

3. Are you aware of any other pending legislation regarding young children?
   a) Yes 10 b) No 10

4. Prior to this training, if a legislator asked you your opinion, would you have been able to articulate your thoughts?
   a) Yes 12 b) No 7

5. Having participated in this training, if a legislator now asked you your opinion, would you be more capable of articulating your thoughts?
   a) Yes 19 b) No 1

6. Has this training increased your awareness of advocacy activities?
   a) Yes 19 b) no 0

7. Can you list at least two sources of information you could utilize to become more knowledgeable about a current issue regarding young children.
   a) Yes 12 b) No 3
   List: 1_____

   2_____

8. Is there any additional information that you would like regarding advocacy?
   a) Yes 11 b) No 5 If so, specify type of information (information on bills, volunteer activities, legislators and key contacts etc.).

   _____

   _____

   _____

9. Would you be willing to attend other workshops that inform about current advocacy activities?
   a)Yes 18 b) No 0

10. Would you be interested in receiving facts and information

packets from the Valley of the Sun Association for the Education of Young Children Policy Committee on early childhood advocacy programs in the Valley?
a) Yes 18 b) No 0

11. Would you be willing to actively participate with the Valley of the Sun Association for the Education of Young Children Public Policy Committee in a plan to raise awareness of legislators on early childhood issues?
a) Yes 10 b) No 3
If Yes, state name and business address:

12. Have you ever participated in a lobbying effort on behalf of young children?
a) Yes 4 b) No 15

13. What do the letters "A.B.C." stand for? 4 responded correctly; 16 No Response

14. How will what you have learned in this workshop help you in your current occupation/role?
9 No Response

15. What legislative district do you live in? 6 No Response

16. Describe your role in early childhood:
a) Teacher or Teacher Assistant
b) Director or Assistant Director
c) Student
d) Supervisor/CDA Advisor/Consultant
e) Parent
f) Other

17. Please explain why you are interested in advocacy efforts.
7 No Response

18. What part of this training was most useful to you?
8 No Response

19. What part of this training was least useful to you?
14 No Response

20. Comments/Suggestions: 17 No Response

APPENDIX B

PRE-TEST EVALUATION

Please circle your answers.

1. During the past year I contacted a legislator regarding a child care issue.

   Yes No

2. During the past year I participated in more than three different contacts with legislators regarding child care issues.

   Yes No

3. During the past year, I spoke with one or more people about child care legislation and urged them to become active.

   Yes No

4. I am aware of current pending legislation regarding child care in this state.

   Yes No

   (If yes, list title, number, description of bill/s)

5. I know how a bill becomes a law and feel comfortable teaching others about this process.

   Yes No

6. I know where I can quickly access names, addresses, phone numbers and districts of legislators.

   Yes No

7. I feel confident about helping others to express their opinions to legislators regarding early childhood issues.

   Yes No

APPENDIX C

POST-TEST EVALUATION

Please circle your answer.

1. After studying the advocacy packet, I am willing to participate in this project and will contact a legislator regarding a child care issue every month during the next legislative session.

   Yes No

2. During this upcoming legislative session, I will speak with other early childhood professionals and parents about upcoming legislation regularly.

   Yes No

3. During this upcoming legislative session, I will urge other early childhood professionals and parents to become active and offer them assistance.

   Yes No

4. I am aware of current pending legislation regarding child care in this state.

   Yes No

   (If yes, list title, number and description of bill/s)

5. I know how a bill becomes a law (or I know exactly where I can access this information). I feel comfortable sharing this information with others.

   Yes No

6. I know where I can quickly access names, addresses, phone numbers and districts of local legislators.

   Yes No

7. I feel confident about helping others express their opinions to legislators regarding early childhood issues.

   Yes No

APPENDIX D

ADVOCACY PACKET EVALUATION

(Core Members)

Please rate each item by circling the appropriate number.

1 - Needs Improvement 2 - Average 3 - Above Average

1 2 3	1.	The packet provides necessary information on how a bill becomes a law.
1 2 3	2.	The packet provides adequate information necessary for participants to quickly access legislators' names, phones, addresses, and districts.
1 2 3	3.	The summary of childrens' legislation is informative.
1 2 3	4.	The Sample Directors' Letter is appropriate.
1 2 3	5.	The Calendar of Events presents appropriate advocacy activities.
1 2 3	6.	The Calendar of Events activities are clearly described.
1 2 3	7.	The Calendar of Events offers activities which are feasible for the participants to utilize.
1 2 3	8.	The Sample Letter to a Legislator is appropriate.
1 2 3	9.	The glossary of Congressional terms is informative and appropriate.
1 2 3	10.	The Public Policy Alert format is appropriate and informative.

_____ Total

APPENDIX E

ADVOCACY PACKET EVALUATION

(Participants)

Please rate each item by circling the appropriate number.

1 - Needs Improvement 2 - Average 3 - Above Average

1 2 3	1.	The packet provides necessary information on how a bill becomes a law.
1 2 3	2.	The packet provides adequate information necessary for participants to quickly access legislators' names, phones, addresses, and districts.
1 2 3	3.	The summary of childrens' legislation is informative.
1 2 3	4.	The Sample Directors' Letter is appropriate.
1 2 3	5.	The Calendar of Events presents appropriate advocacy activities.
1 2 3	6.	The Calendar of Events activities are clearly described.
1 2 3	7.	The Calendar of Events offers activities which are feasible for the participants to utilize.
1 2 3	8.	The Sample Letter to a Legislator if appropriate.
1 2 3	9.	The glossary of Congressional terms is informative and appropriate.
1 2 3	10.	The Public Policy Alert format is appropriate and informative.
Yes (3) No (0)	11.	Based upon the information I have seen in the packet, I would be willing to actively participate in this advocacy campaign.
_____		Total

Contents:

INTRODUCTORY MATERIAL
A. About the Advocacy Pilot Project
B. Project Committee
C. Tracking Sheet 1

SAMPLE DIRECTOR'S LETTER TO PARENTS 2

CALENDAR OF EVENTS 3

SAMPLE INTRODUCTORY LETTER TO LEGISLATOR AND CORRECT FORMS OF ADDRESS 4

SAMPLE LETTER TO LEGISLATOR FROM PARENTS 5

SAMPLE LETTER RE ABC BILL 6

ABC BILL INFORMATION
A. Question/Answers
B. Updates
C. Positions 7

DIRECTORY OF STATE LEGISLATURE
A. Maps - Congressional & Legislative Districts
B. Titles, Names, Addresses and Phones 8

CONGRESSIONAL DIRECTORY 9

SUMMARY OF CHILDREN'S LEGISLATION 10

PUBLIC POLICY ALERTS 11

HOW A BILL BECOMES A LAW / LEGISLATIVE GLOSSARY 12

GLOSSARY OF CONGRESSIONAL TERMS 13

BICENTENNIAL EDITION OF THE CONSTITUTION OF THE UNITED STATES OF AMERICA 14

MISCELLANEOUS SUPPORTIVE INFORMATION
A. How to Lobby your Legislator
B. How to Pass Favorable Legislation 15

"If the field does not speak,

to whom will

policy makers listen?"

Bettye Caldwell

APPENDIX G

VALLEY OF THE SUN ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

VSAEYC ADVOCACY PILOT PROJECT

Tracking Form

Name _____

Center/School/Agency _____

Address _____

_____

DATE	ITEMS SENT/QUANTITY				SENT TO
	Parent Ltrs	Staff Ltrs	Child Art	Phone/ Misc	

Mail completed forms to: *Mrs. Barbara Robinson*
6522 W. Cortez St.
Glendale, AZ 85304

1988-1989

VSAEYC ADVOCACY PILOT PROJECT

October 1988

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	(17)	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 1988

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	(15)	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 1988

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	(15)	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 1989

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	(16)	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 1989

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	(10)	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 1989

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	(15)	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October

17 Intro Letter to Legislator

November

15 Hand Tracing Turkeys

December

15 Parent/Staff Letters to Legislators

January

16 Baby Posters to Legislators

February

10 Heart Art to Legislators

March

15 "As we step into the future" art

April

14 Balloons/"We Care for America's Children"

May

17 Individ.Photos/"We need your help."

Prepared by

Barbara J. Robinson

As part of a practicum report presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the requirements for the degree of Master of Science

Nova University
1988

April 1989

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	(14)	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 1989

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	(17)	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 1989

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 1989

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 1989

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 1989

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APPENDIX I

VSAEYC ADVOCACY PILOT PROJECT CORE COMMITTEE

Karen Ortiz (Chairperson)	Assistant to the Director Governor's Office for Children	255-3191
Ximena Doyle	Home Day Care Provider Phoenix, Arizona	225-0817
Dorothy Hansen	Director Goldengate Headstart	233-0043
Brooke Johnson	Research Assistant National Child Care Staffing Study	831-9596
Evelyn Lieberman	Early Childhood Consultant State of Arizona	255-1880
Jim Pullaro	Vice President Sunrise Preschools	860-1611

VSAEYC ADVOCACY PILOT PROJECT PARTICIPANTS

CHAIRPERSON:	
Barb Robinson 979-0026	Director, Community Education Preschool Glendale Elementary School District
CORE PARTICIPANTS:	
Diana Abel 345-9388	Director Arizona Day Care Association
Bonny Curry 860-1611	Education Coordinator Sunrise Preschools
Elizabeth Jacobs 258-5231	Director, Central United Methodist Cooperative Preschool
Jolly Kush 934-7001	Director Glendale Family Development Center
Elaine Stockton 866-5241	Director, Ocotillo Preschool Washington Elementary School District
Voni Walker 894-1062	Director, More Care Child Care Center American West Airlines/U.S. West
PARTICIPANTS:	
Roseanne Dlugosz 423-6000	Professor, Early Childhood Development Scottsdale Community College
Norma Hanes 238-3111	Program Administrator, Young Company Phoenix Memorial Hospital
Sue Lefebvre 829-0500	Executive Director Association for Supportive Child Care
Martie Martin 461-7139	Director, Child and Family Studies Program Mesa Community College
Pat Nelson 242-9058	State Parent Teacher Association Maricopa Council for Children, Youth & Families
Eileen Shiff 435-3196	Director, Child and Family Studies Program Glendale Community College
Kathy Stafford 249-3300	Education Department Grand Canyon College
Judy Yanes 994-9321	Education Coordinator Palo Alto Preschools

APPENDIX K

1988-89 VSAEYC BOARD RETREAT MINUTES

June 10 & 11, 1988

MEMBERS PRESENT: Bonnie Groth, Cheryl Foster, Nadine Mathis, Evie Lieberman, Sandy Foreman, Karen Ortiz, Joy Mills, Kathy Wauters, Pat Dennis, Diana Manning, Joan Miltonberger, Brenda Fleming, Brooke Johnson, and Linette Harris.

This year's retreat was held in Prescott, AZ at the home of Nadine Mathis. It began on Friday, June 10 at approximately 12:00 noon and adjourned Saturday, June 11 at 5:30 p.m. Friday began with a sharing time and getting to know more about each other. General ideas about VSAEYC goals were discussed but the majority of the planning was done on Saturday. Committees and roles were defined, goals were set, and a timeline was developed for the coming year. A wide variety of information was shared and it was a very beneficial retreat for all who attended.

COMMITTEES

PUBLICATIONS

No chairperson has been selected for this committee yet.

CONFERENCE

Judy Crawford is chairperson for this year's conference. A co-chair has not been identified yet but a committee has been formed.

ACADEMY/UPP

The name for this committee will be Academy/UPP with the hope that people will begin to recognize Academy when UPP is eventually phased out. This committee is co-chaired by Sandy Foreman and Ellen Montanari. They still want to provide the service of a referral list of quality child care programs to parents. The UPP book will be replaced with a list of accredited schools, "How to choose quality child care" brochure, and the Accreditation brochure. This information should be shared through the VSAEYC telephone line. This referral information packet will be out by next spring. Accredited schools should be printed in the VSAEYC newsletter. Academy/UPP stationary is being revised and reprinted. Sandy will bring choices to the July Board meeting for Board preference. Joy Mills made a motion to provide VSAEYC workshops for free. Sandy Foreman seconded the motion and the motion passed.

WEEK OF THE YOUNG CHILD

Week of the Young Child is chaired this year by Diana Manning and co-chaired by Kathy Wauters. Diana brought cassette tapes of Fred Penner to share with the Board. Diana is interested in booking Mr. Penner for a concert to wrap up WOYC and is very optomistic that it would make a profit. Joy Mills made a motion that the WOYC committee be encouraged to finalize plans to book Fred Penner for a concert with a ceiling price of $2500.00. Nadine Mathis seconded the motion and it passed.

PUBLIC POLICY

Karen Ortiz continues to chair the Public Policy committee with Nadine Mathis, Past President, assisting her. The Telephone Tree will now be combined with Public Policy since this is the main reason it was implemented. The Telephone Tree will not include all VSAEYC members. It will tie in with the membership list and target key people and special interest groups. Karen and Nadine introduced the VSAEYC Advocacy Pilot Project. Barbara Robinson developed this as her practicum for her Master's Degree and is the chairperson for the project. Brooke Johnson made a motion to approve and fund this project. Brenda Fleming seconded it and the motion passed. The cost for the project should be approximately $400.00 to cover the cost of xeroxing materials and purchasing binders.

AWARDS

Pat Dennis will chair the Awards committee this year. Pat has some innovative ideas involving getting sponsors to provide award money for teachers in the classroom who are providing quality care for children. VSAEYC still plans to provide award money for individuals furthering their education in the Early Childhood Education field.

NEWSLETTER

Verta McKenzie and Dawn Craft are co-chairs for the VSAEYC newsletter. The newsletter is issued four times per year. The next newsletter deadline is July 1, 1988. Verta and Dawn always welcome newsletter contributions.

HOSPITALITY

No chairperson has been selected for this committee yet.

PUBLICITY

Fern Greenspoon is the Publicity chair this year. Lucia Madrid from Channel 8 will serve as coach/advisor. DeAnna Ceci is also interested in serving on the Publicity committee.

VALLEY OF THE SUN
ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
ADVOCACY PILOT PROJECT

Participation Commitment Form

Lead Participant:_____

Title:_____

School/Agency:_____

Address:_____

Phone:_____

I agree to support the Advocacy Pilot Project sponsored by the Valley of the Sun Association for the Education of Young Children by encouraging my staff/students/parents' participation in the monthly activities outlined. I estimate the following number of people to be involved in this project through my efforts:

_____ Number of Staff

_____ Number of College Students

_____ Number of Parents

_____ Number of Children

_____
Signature of Participant

VALLEY OF THE SUN ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

APPENDIX M

July 5, 1988

To Whom it May Concern:

I am Public Policy Chair for the Valley of the Sun Association for the Education of Young Children. Myself and Evelyn Lieberman, President of the above-mentioned association, are attending the Western States Leadership conference being held in Idaho July 7-10, 1988. Each of us was asked to bring position papers, resource and referral, advocacy, etc. information to the conference from each of our respective states. In addition, on Saturday July 9, 1988 there is a workshop entitled, Public Awareness/Public Concern. In this regard, the Legislative Packet which Barbara Robinson has so meticulously compiled will be appropriate for sharing with the other States attending the conference.

The packet encourages lay people who normally would not become involved in legislation and/or advocacy to easily become a participant in a most needed service within our state. The legislature needs to hear from its child care centers. Legislators need to know that children are more than numbers and through the agenda and monthly activities listed in the packet, centers and legislators will become better acquainted.

In addition to the above, Barbara has done a wonderful job at organizing the packet. It is easily accessible for the child care director/caregiver. It is beautifully illustrated and the activities that are set forth are fun for those doing the project and for those who are the recipients of the activities. I am extremely proud to be able to take this project to the Western States Leadership conference. It places Arizona in the forefront concerning advocacy activities. Barbara Robinson certainly should be commended for her effort in creating such a document.

Sincerely,

Karen J. Ortiz
Public Policy Chair
Valley of the Sun Association for the Education
of Young Children

cc: Barbara Robinson

APPENDIX N

PRE-TEST EVALUATION RESULTS

Please circle your answers.

1. During the past year I contacted a legislator regarding a child care issue.

   Yes 2 No 4

2. During the past year I participated in more than three different contacts with legislators regarding child care issues.

   Yes 2 No 4

3. During the past year, I spoke with one or more people about child care legislation and urged them to become active.

   Yes 3 No 3

4. I am aware of current pending legislation regarding child care in this state.

   Yes 3 No 3

   (If yes, list title, number, description of bill/s)

5. I know how a bill becomes a law and feel comfortable teaching others about this process.

   Yes 3 No 3

6. I know where I can quickly access names, addresses, phone numbers and districts of legislators.

   Yes 4 No 2

7. I feel confident about helping others to express their opinions to legislators regarding early childhood issues.

   Yes 4 No 2

APPENDIX O

POST-TEST EVALUATION RESULTS

Please circle your answer.

1. After studying the advocacy packet, I am willing to participate in this project and will contact a legislator regarding a child care issue every month during the next legislative session.

   Yes 6 No 0

2. During this upcoming legislative session, I will speak with other early childhood professionals and parents about upcoming legislation regularly.

   Yes 6 No 0

3. During this upcoming legislative session, I will urge other early childhood professionals and parents to become active and offer them assistance.

   Yes 6 No 0

4. I am aware of current pending legislation regarding child care in this state.

   Yes 6 No 0

   (If yes, list title, number and description of bill/s)

5. I know how a bill becomes a law (or I know exactly where I can access this information). I feel comfortable sharing this information with others.

   Yes 6 No 0

6. I know where I can quickly access names, addresses, phone numbers and districts of local legislators.

   Yes 6 No 0

7. I feel confident about helping others express their opinions to legislators regarding early childhood issues.

   Yes 6 No 0

APPENDIX P

ADVOCACY PACKET EVALUATION RESULTS

(Core Members)

Please rate each item by circling the appropriate number.

1 - Needs Improvement 2 - Average 3 - Above Average

Core Members Points					
6 x 3 = 18	1	2	3	1.	The packet provides necessary information on how a bill becomes a law.
6 x 3 = 18	1	2	3	2.	The packet provides adequate information necessary for participants to quickly access legislators' names, phones, addresses, and districts.
6 x 3 = 18	1	2	3	3.	The summary of childrens' legislation is informative.
5 x 3 = 15 1 x 2 = 2	1	2	3	4.	The Sample Directors' Letter is appropriate.
6 x 3 = 18	1	2	3	5.	The Calendar of Events presents appropriate advocacy activities.
6 x 3 = 18	1	2	3	6.	The Calendar of Events activities are clearly described.
6 x 3 = 18	1	2	3	7.	The Calendar of Events offers activities which are feasible for the participants to utilize.
5 x 3 = 15 1 x 2 = 2	1	2	3	8.	The Sample Letter to a Legislator is appropriate.
6 x 3 = 18	1	2	3	9.	The glossary of Congressional terms is informative and appropriate.
6 x 3 = 18	1	2	3	10.	The Public Policy Alert format is appropriate and informative.

178 **Total** (out of 180)

All six core members rated each of the above ten questions as 3, except: One core member rated item #4 as 2 and
One core member rated item #8 as 2.

APPENDIX Q

ADVOCACY PACKET EVALUATION RESULTS

(Participants)

Please rate each item by circling the appropriate number.

1 - Needs Improvement 2 - Average 3 - Above Average

Core Participants Points		
6 x 3 = 18	1 2 3	1. The packet provides necessary information on how a bill becomes a law.
6 x 3 = 18	1 2 3	2. The packet provides adequate information necessary for participants to quickly access legislators' names, phones, addresses, and districts.
5 x 3 = 15 1 x 2 = 2	1 2 3	3. The summary of childrens' legislation is informative.
5 x 3 = 15 1 x 2 = 2	1 2 3	4. The Sample Directors' Letter is appropriate.
6 x 3 = 18	1 2 3	5. The Calendar of Events presents appropriate advocacy activities.
6 x 3 = 18	1 2 3	6. The Calendar of Events activities are clearly described.
6 x 3 = 18	1 2 3	7. The Calendar of Events offers activities which are feasible for the participants to utilize.
5 x 3 = 15 1 x 2 = 2	1 2 3	8. The Sample Letter to a Legislator if appropriate.
6 x 3 = 18	1 2 3	9. The glossary of Congressional terms is informative and appropriate.
5 x 3 = 15 1 x 2 = 2	1 2 3	10. The Public Policy Alert format is appropriate and informative.
6 x 3 = 18	Yes (3) No (0)	11. Based upon the information I have seen in the packet, I would be willing to actively participate in this advocacy campaign.
	194	Total (out of 198)

Four Core Participants rated all eleven of the questions with a 3. The other two participants rated all of the items with a 3, except: Items #3, #4, #8 and #10 were rated once with a 2.

APPENDIX R

VALLEY OF THE SUN
ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
ADVOCACY PILOT PROJECT

Participation Commitment Form

Lead Participant: RESULTS

Title: _____

School/Agency: _____

Address: _____

Phone: _____

I agree to support the Advocacy Pilot Project sponsored by the Valley of the Sun Association for the Education of Young Children by encouraging my staff/students/parents' participation in the monthly activities outlined. I estimate the following number of people to be involved in this project through my efforts:

472	Number of Staff
395	Number of College Students
445	Number of Parents
4132	Number of Children
5444	Total

_____
Signature of Participant

The above numbers reflect the total commitment made during the ten week implementation period.